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# State Teachers College . . . . .

1940

Clarion, Pennsylvania

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STATE TEACHERS COLLEGE  
CLARION, PA.

# The Clarion

Volume XXX

1940

Number 3

State Teachers College  
Clarion, Pennsylvania



The Catalogue Number  
1940-1941

Published by The Board of Trustees

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## THE BOARD OF TRUSTEES

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## ALUMNI ASSOCIATIONS

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## CALENDAR 1940-1941

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### SUMMER SESSION 1940

Faculty Meeting.....	8:00 A. M., Monday, June 17
Registration Day.....	Monday, June 17
Classes Begin.....	Tuesday, June 18
Entrance Examinations.....	Monday, July 15
Session Ends.....	Saturday, July 27

### POST SESSION 1940

Session Begins.....	Monday, July 29
Session Ends.....	Saturday, August 17

### FIRST SEMESTER 1940-1941

Faculty Meeting.....	4:00 P. M., Monday, September 9
Final Date for Freshmen Entrance Examinations.....	Tuesday, Sept. 10
Registration and Classification of all Students.....	Wednesday, Sept. 11
Classes Begin.....	Thursday, Sept. 12
Registration of Evening Classes.....	Thursday, Sept. 12
Thanksgiving Recess Begins.....	12 M, Wednesday, Nov. 27
Thanksgiving Recess Ends.....	12 M, Monday, Dec. 2
Christmas Recess Begins.....	After last Class 12 M, Saturday, Dec. 21
Christmas Recess Ends.....	12 M, Thursday, Jan. 2
First Semester Ends.....	After last class, Saturday, Jan. 18

### SECOND SEMESTER 1940-1941

Registration Day.....	Tuesday, Jan. 21
Classes Begin.....	Wednesday, Jan. 22
Registration of Evening Classes.....	Thursday, Jan. 23
Easter Recess Begins.....	After last class Saturday, April 5
Easter Recess Ends.....	12 M, Tuesday, April 15
Second Semester Ends.....	After last class Friday, May, 23
Alumni Day.....	Saturday, May 24
Baccalaureate Sermon.....	Sunday, May 25
Commencement.....	Monday, May 26

## THE FACULTY

The names of the members of the faculty are  
arranged in alphabetical order.

- HELEN M. BARTON, M.A.** . . . . . **Physical Education**  
Graduate, Michigan State Teachers College; University of Wisconsin, B.S., Columbia, M.A.; Additional graduate work University of Pittsburgh.
- CHARLES F. BECKER, M.A.** . . . . . **Education**  
Mt. Union College, Ph.B.; Teachers College, Columbia University, M.A.; Additional graduate work at Columbia; Pennsylvania State College; University of Pittsburgh.
- MARGARET A. BOYD, M.A.** . . . . . **English**  
Graduate, two year course, Bethany College; University of Pittsburgh, A.B., M.A.; Additional graduate work at University of Wisconsin; Oxford University, Oxford, England; University of California.
- FRANK M. CAMPBELL, M.A.** . . . . . **French and H. S. Grades**  
Grove City College, A.B.; Pennsylvania State College, M.A.Ed.
- CLAIR E. CAREY, M.A.** . . . . . **Mathematics**  
Attended Edinboro State Normal School; Houghton College, A.B.; Harvard University, M.A.; Additional graduate work at University of Pittsburgh.
- RENA M. CARLSON, M.A., L.S.** . . . . . **Librarian**  
Greenville College, A.B.; Carnegie Institute of Technology, B.S.; Graduate work at University of Southern California; University of Michigan, M.A.
- RALPH W. CORDIER, Ph.D.** . . . . . **Social Studies**  
Manchester College, A.B.; Ohio State University, M.A., Ph.D.
- NELLE HEVENER FORD, M.A.** . . . . . **Music**  
Attended Alfred University; Salem College; West Virginia University; Carnegie Institute of Technology, A.B., M.A.
- MILDRED E. GAMBLE, M.A.** . . . . . **Intermediate Grades**  
Graduate, Indiana State Normal School; University of Pittsburgh, A.B.; Teachers College, Columbia University, M.A.
- ANNA B. GRAHAM, B.S.** . . . . . **J. H. S. Grades**  
Graduate, Clarion State Normal School; Attended University of Pennsylvania; New York University; Clarion State Teachers College, B.S.; Graduate work University of Pittsburgh.
- EFFIE BLANCHE HEPLER, B.S.** . . . . . **Primary Grades**  
Graduate, Clarion State Normal School; Attended Teachers College, Columbia University; Clarion State Teachers College; Bucknell University; Geneva College, B.S.
- GILBERT A. HOYT, M.S.** . . . . . **J. H. S. Grades**  
Grove City College, B.S., Ch.E.; Graduate work, University of Pittsburgh; Grove City College, M.S.; Additional graduate work Grove City College; Pennsylvania State College; University of Pittsburgh.
- C. A. KUHNER, M.S.** . . . . . **Geography**  
Ohio University, B.S.; University of Wisconsin, M.S.; Additional graduate work, University of Chicago; University of Pittsburgh.
- BERTHA LEIFESTE, M.A.** . . . . . **Kindergarten-Primary, Education**  
Southwest Texas State Teachers College, B.A.; Teachers College, Columbia University, M.A.; Additional graduate work University of Pittsburgh.
- HARRY S. MANSON, M.A.** . . . . . **Science**  
Graduate of Clarion State Normal School; Attended Pennsylvania State College; Grove City College, B.S., M.A.; Additional graduate work Cornell University; Teachers College, Columbia University; University of Pittsburgh.

- MARIE MARWICK, M.A.** . . . . . English  
Michigan State Normal College, B.Pd.; University of Arizona, A.B.; Columbia University, M.A.; Additional graduate work University of Pittsburgh; University of California.
- HELEN F. MOHNEY, M.A.** . . . . . Intermediate Grades  
Graduate, Clarion State Normal School; Attended Teachers College, Columbia University; Western Reserve University; University of Pittsburgh, B.S.; Columbia University, M.A.
- BERTHA V. NAIR, M.A.** . . . . . English-Latin  
Westminster College, A.B.; University of Pittsburgh, M.A.; Additional graduate work Harvard University; University of Wisconsin.
- FANNIE CLAIRE OWENS, R.N.** . . . . . College Nurse  
Oil City Hospital, R.N.
- DONALD D. PEIRCE, Ph.D.** . . . . . Science  
Oberlin College, A.B.; Attended Clarion State Normal School; Graduate work, Pennsylvania State College; University of Illinois, M.A., Ph.D.
- GRETA L. POTTER (Mrs. Alden H.) M.S.** . . . . . Library Science  
University of Minnesota, B. A.; Columbia University, B.S., M.S.; Additional graduate work University of Chicago.
- HAZEL SANDFORD, M.A.** . . . . . Art  
Graduate, State Normal School, Fredonia, N. Y.; Cornell University, B.S.; Graduate work Teachers College, Columbia University; Carnegie Institute of Technology; New York School of Fine Arts; New York University, M.A.; Thurn School of Modern Art, Gloucester, Mass.; University of Pittsburgh.
- SARA SEYLER** . . . . . Dietitian  
Graduate, Worcester Domestic Science School, Worcester, Mass.
- GEORGIANNE H. STARY (Mrs. Louis H.) Ph.D.** . . . . . Social Studies  
Dakota Wesleyan University, B.A.; Graduate work, University of Iowa; Graduate, National Recreational School of New York; University of Prague, Ph.D.; Additional graduate study, State Psychiatric Hospital, Prague.
- WALDO SAMUEL TIPPIN, M.A.** . . . . . Physical Education  
Attended Kansas State College; Geneva College. B.S.; Graduate work University of Michigan; Columbia University, M.A.
- HELEN WALTERS, M.A.** . . . . . Primary Grades  
Graduate, Clarion State Normal School; Attended New York University; Clarion State Teachers College, B.S.; Columbia University, M.A.

#### PRESIDENTS WITH PERIODS OF SERVICE

A. J. DAVIS	1887-1902
SAMUEL WEIR	1902-1904
J. GEORGE BECHT	1904-1912
H. M. SHAFFER	January 1, 1912—July 1, 1913
A. T. SMITH	January 1, 1914—July 1, 1914
A. P. REESE	July 1, 1914—July 1, 1918
C. C. GREEN	1918-1926
R. M. STEELE	1926-1928
G. C. L. RIEMER	1928—February 1, 1937
PAUL G. CHANDLER	March 1, 1937

## **PURPOSE OF THE COLLEGE**

The first two years give a broad cultural foundation. The class work and social life of the college aim to develop responsibility, poise, assurance, and independence. A well-trained teaching staff seeks to inculcate high ideals of teaching and strives to evolve a sound philosophy of education as well as a thorough familiarity with the best public school teaching, in the Training School.

## **LOCATION**

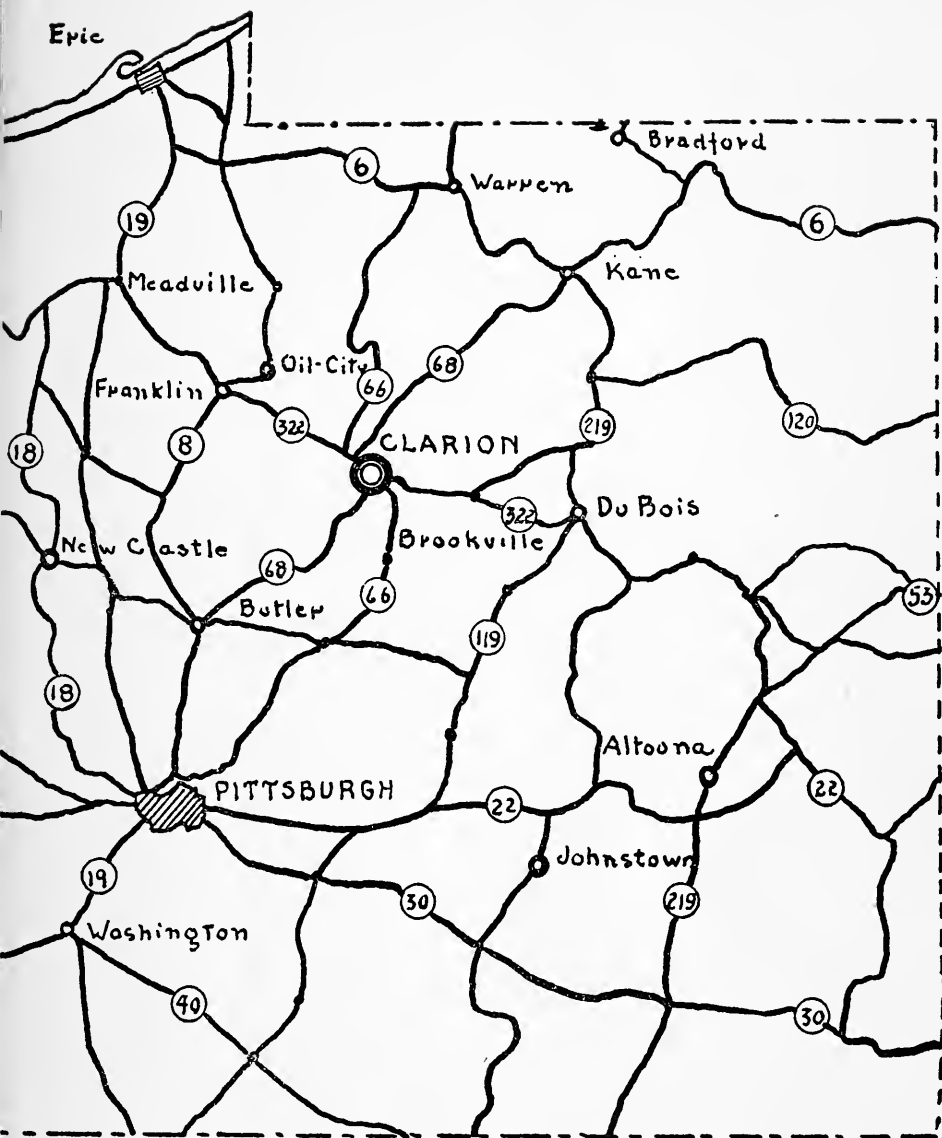
The college is situated in Clarion, Clarion County, one of the most beautiful spots among the hills of Western Pennsylvania. The town has a population of about 3,200 and is one of the most attractive towns in the State. Its streets are wide and shaded with magnificent trees; its lawns are beautiful; its air is clear and invigorating; its surroundings are pleasant and healthgiving. Clarion is situated upon a plateau overlooking the Clarion River. The College lies upon a slight elevation in the eastern part of the town.

## **HOW TO REACH CLARION**

Clarion is located on the Lakes-to-Sea Highway. Thus it is connected by improved roads with Bradford, routes 219-68-422; Brookville, DuBois, Reynoldsville, Lutherburg, Clearfield, and Philipsburg, route 322; East Brady and Rimersburg, route 68; Emlenton and Knox, route 238-322; Emporium, route 120-219-28-322; Kane, routes 68-322; Franklin and Meadville, route 322; Johnsonburg, route 219-28-322; Kittanning and New Bethlehem, route 66; Oil City, routes 62-157-66-322 and 257-322; Port Allegheny routes 59-6-68-322; Punxsutawney, routes 310-322; Ridgway, routes 219-28-322; Smethport, routes 6-68-322; St. Marys, routes 120-219-28-322.

Motor busses operate over the Lakes-to-Sea Highway between Franklin and Clarion and between Clarion, Brookville, and points to the East. A bus line operates between Butler





MAP OF CLARION

and Clarion, as well as between Kittanning and Clarion, and connections are made by these lines from all points west.

Clarion may also be reached by the Baltimore and Ohio Railroad, via Clarion Junction, and by the Pennsylvania Railroad via Summerville.

## **CAMPUS AND BUILDINGS**

THE CAMPUS of the State Teachers College at Clarion occupies twenty-three acres. The grounds have been laid out with care and furnish a beautiful setting for the eleven buildings which comprise the college plant. The wide lawns with their beautiful shade trees and flowering shrubs give the College a restful, home-like appearance and provide attractive surroundings for study.

All the buildings of the College are heated by steam, automatically controlled, lighted by electricity and supplied with all conveniences of modern living.

SEMINARY HALL is a large three-story brick building. Here are to be found the administrative offices, postoffice, library, and large class rooms.

MUSIC HALL provides a studio, practice rooms, and instruction rooms for the music department. Here also is located the Women Day Student's room. It serves, too, as a meeting place for the Young Men's Christian Association. The president's home is on the second floor.

FOUNDERS HALL is a three-story structure providing rooms for laboratories, shops, business offices, and book store. In it are located the Physics, Chemistry, Biology, Geography and and Art departments.

THE CHAPEL is an attractive stone building with a seating capacity of five hundred. The stage has been provided with complete stage equipment for the use of dramatic organizations.

BECHT HALL, the dormitory for young women, and one of the most up-to-date college buildings in the State, is of the modern Spanish type of architecture. On the upper floors are found accommodations for teachers and students; rooms are neatly furnished and supplied with hot and cold water. Bathrooms with shower and plunge baths are found on each floor. Two very attractive hair dressing and pressing rooms have been installed, each equipped with tile floor and plate glass mirrors. A pleasant lounge, a dining hall with a seating capacity of four hundred fifty, a conservatory, and two social rooms, are located on the ground floor.

EGBERT HALL, the dormitory for young men, accommodates forty-four men. The rooms are supplied with hot and cold water. Bathrooms are found on each floor. It is of colonial architecture, contains a spacious lounge, reception rooms, and an apartment for the proctor.

A modern athletic field has been constructed on the south side of the campus. It contains a football field, baseball diamond, track, field for hockey and soccer, space for archery, and a golf green. Leading from the top of the hill across the athletic field is a newly constructed toboggan slide and skiing runway. There are six tennis courts on top of the hill constructed of concrete and surfaced with colprovia.

THADDEUS STEVENS DEMONSTRATION SCHOOL contains accommodations for the first six grades of the public school and a large, well equipped kindergarten.

The library in Thaddeus Stevens School contains an excellent collection of books for children as well as a museum in which are found many articles to be borrowed for class use.

The new A. J. DAVIS EDUCATION BUILDING facing Greenville Avenue was constructed in 1939. This new building was constructed at a cost of \$173,000. It consists of offices and sixteen classrooms.

THE HARVEY GYMNASIUM is a beautiful new building, adequately provided with equipment of all kinds. It has a large basketball floor, a grandstand, shower rooms and offices.

THE LIBRARY is located on the first floor of Seminary Hall. In its reading room are found reference books, 175 current magazines and some outstanding newspapers. There are over 19,000 volumes in the library and new books are added each year. A recreational reading room has been provided for the fiction and for general reading.

The college renders special service to rural teachers in letting them borrow two box libraries a year. (Each box contains forty books.)

SPEECH LABORATORY. New Laboratory equipment for use in the enlarged speech curriculum has been purchased and is installed in Seminary Hall. This equipment includes a Sound-Scriber voice recording machine of the professional type and a Western Electric 6 A Audiometer; also the multiple test Western Electric 4 A Audiometer.

SCIENCE LABORATORIES for biological and physical sciences are both located on the second floor of Founders Hall. Each is well equipped with new, modern apparatus and other facilities for adequately teaching biology, nature study, zoology, botany, physics, and chemistry.

THE GEOGRAPHY LABORATORY consists of two large rooms and is to be found on the first floor of Founders Hall. It is well provided with recent maps, charts, slides, geological specimens, tables and other appliances.

HEALTH SERVICE. The teachers of health and physical education of the college are charged with its activities in the field of health education and athletics. The resident medical service consists of a graduate nurse, and a well equipped infirmary. Every student is examined by the College physician when he enrolls at Clarion.

**CULTURAL AND RECREARIONAL OPPORTUNITIES.** In addition to its outdoor activities upon the athletic field and tennis courts the college provides a variety of lectures and entertainments by noted men and women as well as by groups of students. One of the brightest spots in the lives of students of each successive year has been the annual college picnic in Cook Forest.

## **STUDENT ACTIVITIES**

A Student Activity Fee is determined, collected, and administered under the direction of the Board of Trustees by Clarion Student Co-operative Association. This fee, amounting to \$10.00 each semester during the year 1940-41, will cover the cost of student activities in athletics, lectures, entertainments, student publications, and the like. The Student Activity Fee for the summer session is \$2.00. Check for this amount must be drawn to the Clarion Student Co-operative Association, not the Commonwealth of Pennsylvania.

## **REGULATIONS REGARDING CHARGES AT THE STATE TEACHERS COLLEGES**

At a meeting of the Board of Presidents it was recommended that the charges of the State Teachers Colleges of the Commonwealth be uniform. This recommendation was subsequently approved by the several Boards of Trustees and the Superintendent of Public Instruction.

The regulations regarding the charges are as follows:

1. A Contingent Fee, amounting to seventy-two dollars for the regular year of thirty-six weeks or thirty-six dollars for each semester of eighteen weeks, shall be charged to cover registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities. Check for this amount must be drawn to the Commonwealth of Pennsylvania.

The charge shall be five dollars for registration and record keeping for each semester hour of off-campus instruction. The same regulation applies to students carrying seven or less semester hours.

The Contingent Fee for the summer session is five dollars per semester hour. A minimum contingent fee of fifteen dollars is charged.

2. For board, furnished room, heat, light, and limited laundry the charge shall be sixty-three dollars during each half semester, and forty-two dollars during the summer session.

At the discretion of the president of the college, an additional thirty-six dollars may be charged each semester to a student occupying a double room alone, or twelve dollars for the summer session.

No reduction shall be allowed for laundry done at home, nor for absence of a few days from college.

3. For damage, breakage, loss, or delayed return of college property the charge shall be equal to the extent of the damage.
4. An additional charge of one dollar shall be made for each day beyond three days in the regular college infirmary. This charge is not to cover special nursing and medical service.

There shall be a charge of two dollars a day to day-students admitted to the regular college infirmary under the regulations of the college, to cover board, and the nursing.

5. To young men or women whose residence lies outside the state a charge of one-hundred five dollars shall be made during each semester to cover the cost of instruction. During the summer session this charge shall be thirty-five dollars.

6. There shall be a charge of five dollars to a graduate from a four-year curriculum to cover the cost of executing his diploma.
7. A deposit of \$10.00 shall be made by prospective dormitory students when they reserve a particular room.

Check for this amount shall be drawn to the Commonwealth of Pennsylvania. This amount is then deducted from the student's fees when they enter school.

8. No student shall be allowed to enroll, graduate, or receive transcript of record against whom there are any previous charges.
9. According to the regulations of the Revenue Department, all charges shall be paid in advance. It is, therefore, not in the power of the authorities of the college to allow any extension or postponement of payment.
10. One copy of a transcript of credits earned at the State Teachers College at Clarion will be issued free of charge. A charge of \$1.00 is made for a second and each subsequent transcript. Persons desiring to have their credits transferred to another institution should give the name and address of such institution.
11. Late Registration Fee: Effective September 1, 1939, each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the State regulation, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured in advance from the President because of illness or any other unavoidable causes. The same regulation shall apply to inter-semester payments.

## REGULATIONS REGARDING REPAYMENTS

Upon the recommendation of the Board of Presidents of the State Teachers Colleges of the Commonwealth, and approved by the Superintendent of Public Instruction and the Boards of Trustees of the State Teachers Colleges, the following regulations regarding repayments of funds were adopted:

1. Repayment of funds shall not be allowed for temporary or indefinite suspension or dismissal, nor for voluntary withdrawal from college except as provided for below.
2. There shall be no repayment for any part of the Student Activity Fee for any cause whatsoever.
3. Repayment of funds shall be allowed for personal illness, certified to by an attending physician; and for such other reasons as may be approved by the Board of Trustees. In such cases the repayment shall be the amount chargeable for that part of the semester which the student does not spend in college.
4. There shall be a repayment of the reservation deposit, provided the student notifies the Business Office of his desire to withdraw from enrollment not later than three weeks before the opening of the college session.

## SUMMARY OF FEES

### Students Living at the College

#### FIRST SEMESTER

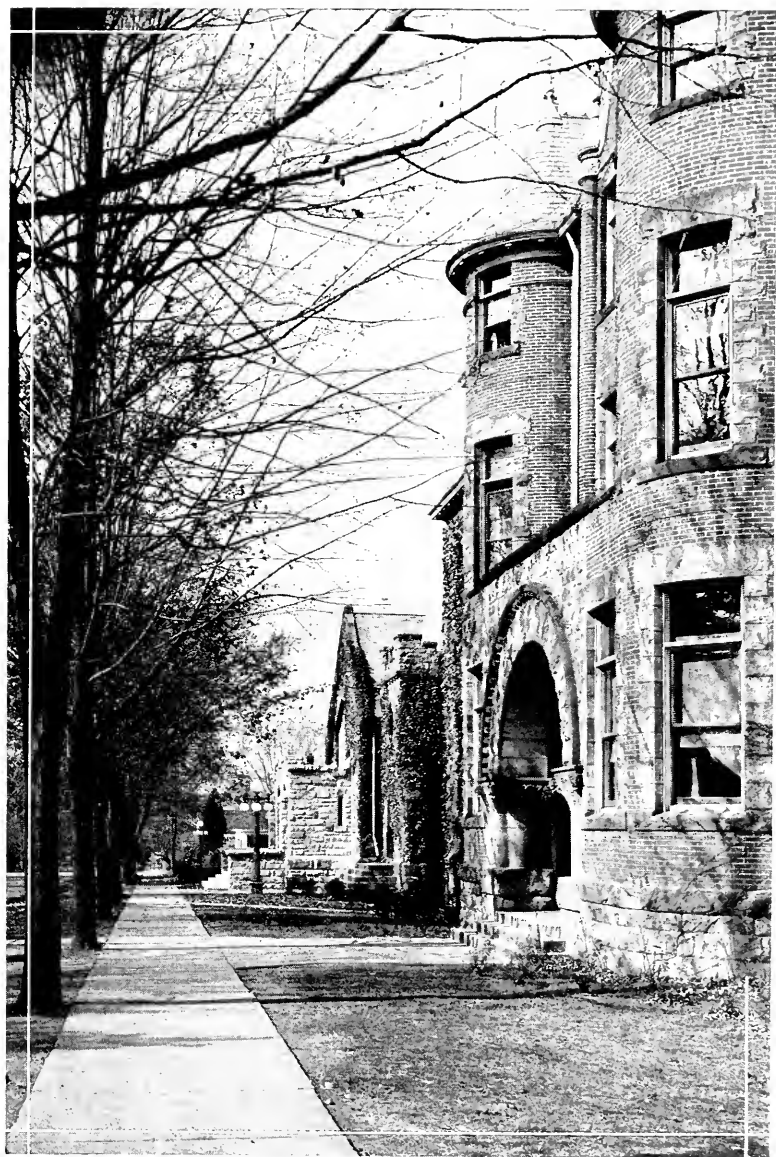
Amount due September 11, 1940:

Activity Fee .....	\$10
Contingent Fee .....	18
Room, Board, and Laundry.....	63

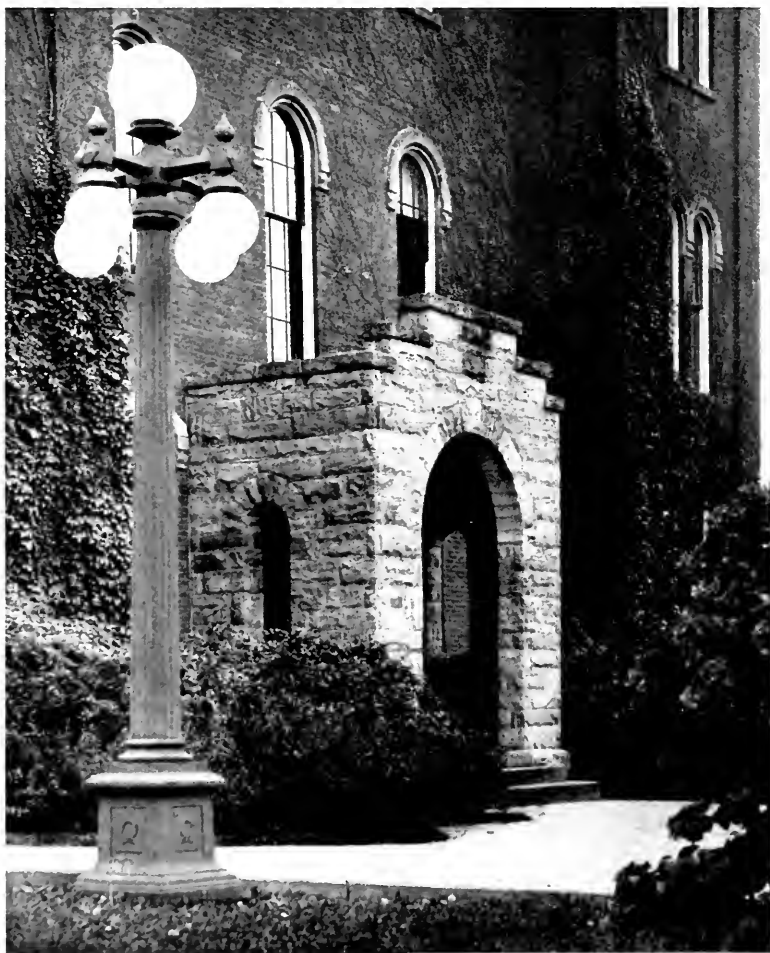
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Total due September 11, 1940 .....\$91





FOUNDERS HALL AND CHAPEL



SEMINARY ENTRANCE

Amount due November 13, 1940:

Contingent Fee ..... 18

Room, Board, and Laundry..... 63

Total due November 13, 1940 .....\$81

Total—First Semester .....\$172

### SECOND SEMESTER

Amount due January 21, 1941:

Activity Fee .....\$10

Contingent Fee ..... 18

Room, Board, and Laundry..... 63

Total due January 21, 1941 .....\$91

Amount due March 25, 1941:

Contingent Fee ..... 18

Room, Board, and Laundry..... 63

Total due March 25, 1941 .....\$81

Total—Second Semester .....\$172

TOTAL FOR YEAR .....\$344

### Students Not Living at the College

#### FIRST SEMESTER

Amount due September 11, 1940:

Activity Fee .....\$10

Contingent Fee ..... 18

Total due September 11, 1940 .....\$28

Amount due November 13, 1940:

Contingent Fee .....\$18

Total—First Semester ..... \$46

## SECOND SEMESTER

Amount due January 21, 1941:

Activity Fee .....\$10

Contingent Fee ..... 18

Total due January 21, 1941 .....\$28

Amount due March 25, 1941:

Contingent Fee .....\$18

Total—Second Semester ..... \$46

TOTAL FOR YEAR ..... \$92

BOARD AND ROOM. The dining room is located in Becht Hall. The kitchen and bakery are provided with the most modern equipment and are kept in excellent condition. A graduate dietitian and a competent corps of trained and experienced persons provide the best quality of food, well-cooked, properly seasoned, and served attractively.

In the dormitories the College provides single beds with mattresses and bedding, in addition to all necessary furniture; but students are expected to furnish their own sheets (size 54x99 or 63x99), pillow cases (size 36x45), towels, and toilet articles. The rooms in the dormitories have hot and cold running water.

Each room is equipped for two students, and contains a large wardrobe, two couch beds, two study tables, a dresser, three chairs, and a large rug or three small rugs.

UNIFORMS FOR PHYSICAL EDUCATION CLASS. The College requires a regulation uniform for all women and men taking physical education. These suits are purchasable only by arrangement with the physical education department. Therefore, students may save themselves unnecessary expense by waiting until they are informed about suits before buying them elsewhere, as other uniforms will not be acceptable.

**NOTICE OF WITHDRAWAL.** Students leaving college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

**GUESTS.** Arrangements for room guests at Becht Hall and Egbert Hall must be approved by the Dean of Women and the Dean of Men, respectively. Guest rate 50 cents per night.

Guest rates in the College dining room, payable to the dietitian, are as follows: breakfast, 40 cents; luncheon, 40 cents, dinner, 50 cents.

**HELP FOR WORTHY STUDENTS.** The College desires to encourage self-supporting students, but it cannot promise sufficient work to any student to defray his full expenses. Students who are employed by the College are paid in cash for their services. Preference in employment is given on the basis of merit. Students entering the College for the first time cannot hope to secure employment unless they make application in person.

**THE COLEGROVE MEMORIAL SCHOLARSHIP.** Mr. W. H. Colegrove, of Eldred, Pa., has established a scholarship in memory of his daughter, Mary, of the Class of 1917. The Scholarship amounts to \$100.00 and is awarded to a worthy student from McKean County. During the year 1939-1940 it was awarded to Betty McLaughlin, Eldred, Pa.

**STATE SCHOLARSHIPS.** Holders of the State Scholarships may attend State Teachers Colleges, provided they take courses leading to the degree of Bachelor of Science in Education.

**FUNDS FOR WORTHY STUDENTS.** The Alumni Association is sponsoring a permanent fund to be known as the Clarion State Teachers College Student Loan Fund. It has empowered the Citizens Trust Company, of Clarion, to place this fund on interest and to make loans out of it according to recommendations by a board of trustees, consisting of the Chairman of

the Board of Trustees, the President, some other member of the Faculty, and two alumni of the College. The committee has passed the following regulations: No more than one hundred fifty dollars shall be loaned to an upper classman in any one year. No more than a total of three hundred dollars shall be loaned to any one person. Freshman loans may be granted up to one hundred dollars. Interest shall be 4% from the date of graduation or from the date the student leaves school.

**THE LOAN FUND OF THE CLARION COUNTY CHAPTER OF THE D. A. R..** The Clarion County Chapter of the D. A. R. has established a loan fund, amounting now to two hundred dollars, to be loaned to deserving students and administered in the same way as the Alumni Loan Fund.

**THE LORENA GIVEN MEMORIAL FUND.** In memory of Lorena Given, former teacher at the College, a loan fund, amounting now to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

**THE J. GEORGE BECHT MEMORIAL LOAN FUND.** In memory of J. George Becht, former principal of the college, a loan fund, now amounting to one hundred dollars, has been established, to be administered in the same way as the Alumni Loan Fund.

**THE 1913 CLASS LOAN FUND.** The class of 1913 established in 1928 a loan fund of \$205.35 to be administered in the same way as the Alumni Loan Fund.

**THE CLARION CIVIC CLUB LOAN FUND.** The Clarion Civic Club of Clarion has established a loan fund, amounting to fifty dollars, to be loaned to students from Clarion County.

**THE CLARION WOMAN'S CLUB LOAN FUND.** The Clarion Woman's Club has established a loan fund, amounting at present to one hundred dollars, to be loaned to deserving students.

**THE LAMBDA CHI DELTA LOAN FUND.** The Lambda Chi Delta sorority has established a loan fund, amounting to seventy-five dollars, to be loaned to students of the College.

**THE PAN HELLENIC LOAN FUND.** This Fund, amounting to thirty-six dollars, is available to junior or senior women of high scholastic ability.

## REQUIREMENTS FOR ADMISSION

In accordance with the principles governing admission adopted April 12, 1932, by the Board of Teachers College Presidents, five general requirements were set up for admission to teachers colleges.

1. General Scholarship.
2. Character and Personality.
3. Health and Physical Vigor.
4. English Fundamentals and Psychological Tests.
5. A Personal Interview.

Candidates for admission must satisfy these five general requirements in detail as outlined below.

1. General scholarship as evidenced by (graduation from an approved four-year high school) **the completion of the work of the 10th, 11th and 12th grades of an approved secondary school** or institution of equivalent grade, or equivalent (preparation) **education** as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.

- a. Applicants ranking in the upper half of their graduation class in (high) **secondary** school will be admitted on certificate without further evidence of general scholarship.

b. Applicants who do not rank in the upper half of the graduating class may be admitted on probation, provided:

- (1) They are recommended by their (high) **secondary** school principal as being able to do creditable college work, and
- (2) Appraisal of the detailed (high) **secondary** school record indicates to admission authorities of the college that the candidates can do satisfactory college work. Whenever available candidates are urged to present to the admission authorities cumulative records of (high) **secondary** school work such as were used by the Carnegie Foundation in the Pennsylvania Study, and
- (3) A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college. Applicants satisfactorily meeting the requirements (1), (2), and (3) above will be admitted for one semester on probation. At the end of the probationary period such students will be required to withdraw from the college unless they meet the required standard of scholarship in at least (9) semester hours of work.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.

- a. The estimate of the secondary school official will be recorded by a check margin in the appropriate column of a three point rating scale as follows: Low Middle High

Trustworthiness  
Initiative  
Industry  
Social Adaptability



**Personal Appearance****Sympathy**

- b. This will be included as part of the (high) secondary school record blank.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition towards ill health as determined by a medical examination.

- a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This physical examination will be checked by the examining physician at the college and students may be required to undergo a complete re-examination.
- b. Applicants may be rejected for the following reasons:
  - (1) Incurable defects or diseases as of the heart, lungs, kidneys, digestive system, nervous system including hysteria, epilepsy, nervous instability, skin, organs of the special senses, thyroid.
  - (2) Defective vision of marked degree.
  - (3) Permanently impaired hearing.
  - (4) Marked speech defects.
  - (5) Unsightly deformities.

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.

4. Normal intelligence and satisfactory command of English as shown by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interest of the applicant and a promise of professional development.

a. The personal interview is to serve two purposes:

- (1) It is to give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
- (2) It is to take an inventory of the personal characteristics of the applicants who are admitted, making this inventory available to instructors and officers concerned with personnel work in the college.

b. The interview will be conducted at the college or other places and at times designated by the President of the college.

EXTRA-CURRICULAR ACTIVITIES. All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required; and one other extra-curricular activity one semester each year.

QUARTERLY REPORTS. For the purpose of reporting the progress of students, each semester is divided into halves. At the end of the first nine weeks, each teacher submits to the Dean of Instruction a report for each student doing unsatisfactory work in his class. These reports are sent to the students. At the end of the semester a permanent report is recorded for each student, a copy of which is sent to the students and parents or guardians.

Our system of grading is as follows: A—Excellent; B—Good; C—Fair; D—Passing; E—Failing; Inc.—Incomplete. All incomplete grades must be removed by the end of the following semester or they become failures.



BECHT HALL



EGBERT HALL—MEN'S DORMITORY

## SCHOLARSHIP REQUIREMENTS.

Students whose failures in any semester or year amount to six or more semester hours, shall not take all the regular work of the following semester or year. It is recommended that such students attend summer session to make up deficiencies.

Students shall not do student teaching unless they have passed in English I and English II, nor shall students whose recorded or reported failures amount to six or more semester hours, do such teaching.

## ADVANCED STANDING

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Credit will be given for accepted courses pursued in accredited collegiate institutions in which the student has made a grade of average or better in the institution in which the work was done.

Transfers from other institutions will not be accepted without certificates of honorable dismissal.

Students may not obtain a certificate or degree without a minimum residence of one year (thirty semester hours) in this College.

No credit will be granted for work completed in correspondence courses unless such work was completed prior to September, 1927.

Teachers in service may complete in extension courses not more than 25% of the courses required for a degree.

Students who are not graduates of a four-year high school, first class, must have their credits evaluated by the Department of Public Instruction. Students who need this type of evaluation should consult the Registrar of the College. This regulation applies to teachers in service.

No credit for public or private teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation from a two-year curriculum, shall be granted toward meeting the requirements for entrance to or graduation from the four- year curriculums.

## STUDENT TEACHING CREDIT FOR TEACHERS IN SERVICE

Experienced teachers with three or more years of experience in teaching who become candidates for a degree and who hold certificates below the level of the Provisional College Certificate may, at the discretion of an approved institution, complete the unfulfilled student teaching requirements for the degree in any of the following ways:—

- (a) Earn the number of hours required in actual teaching, or
- (b) Perform an assignment of work germane to teaching technique in connection with the regular teaching in a public school, carrying not less than one semester hour credit or more than six semester hours credit in a single semester, under approved supervision. In such cases the candidate must be regularly registered in the institution and may not earn more than a total of six semester hours credit in a single semester for all courses pursued, or
- (c) Courses germane to teaching technique may be pursued in individual cases which are approved by the proper authority of an approved institution for not more than three semester hours.

## CURRICULA

Following will be found the revised curricula for Teachers Colleges. Students who enter in September 1940 will follow this program of studies. The Curricula as indicated below are for the preparation of teachers in specific fields. Each Curriculum entitles the student to the degree of Bachelor of Science in Education.

## FOUR-YEAR CURRICULA

- I. Kindergarten—Primary—for teachers of Grades 1, 2 and 3.
- II. Intermediate—for teachers of Grades 4, 5 and 6.
- III. Rural—for teachers of Rural Schools.
- IV. Junior or Senior High School—for teachers of Junior or Senior High School.

The basic two years for each curriculum are essentially the same. There is a slight difference in the third and fourth semesters due to electives for the purpose of specializing in a specific field of teaching. Students can, therefore, defer choice of field of specialization until the beginning of the second year without loss of time.

## CERTIFICATION

**State Standard Limited Certificate**—Applicants for the State Standard Limited Certificate in the elementary or kindergarten-primary field who began their professional education subsequent to January 1, 1937, must have completed an approved four-year secondary school curriculum, or approved education, and three years, or the equivalent, of an approved four-year degree curriculum in the elementary or kindergarten-primary field, including a minimum of six semester hours of appropriate student teaching.

Students who began their teacher education prior to January 1, 1937, may receive a State Standard Limited Certificate after completing two years of an approved four-year degree curriculum.

### **Regulations Effective for Students Who Begin Teacher Education Subsequent to February 1, 1939—**

Students who began their college education subsequent to February 1, 1939, will need to qualify for elementary or kindergarten-primary certification on the basis of the completion of an approved four-year elementary or kindergarten-primary degree curriculum including a minimum of six semester hours of appropriate student teaching. A provisional college certificate in the elementary or kindergarten-primary field will be received.

**Visual Education Requirement**—Holders of temporary certificates of standard grade (normal school certificates, temporary standard certificates, and provisional college certificates) issued on and after September 1, 1935 shall have completed a course in visual aids and sensory techniques to qualify for permanent certification. One or more semester hours of credit in the course are satisfactory. This is in addition to meeting the experience requirements.

The **Provisional College Certificate** is issued to an applicant who has completed an approved four-year college curriculum.

The **Permanent College Certificate** requires three years of successful teaching experience on the Provisional College Certificate in the public schools of this Commonwealth and the satisfactory completion of six semester hours of additional work of collegiate grade, completed subsequent to the issue of the baccalaureate degree. One-half of this additional work must be professional and the remainder related to the subjects or subject fields on the certificate.

A college certificate for the teaching of secondary school subjects may be validated for the teaching of the elementary subjects on the completion of thirty semester hours of special preparation in elementary education, including six semester hours of student teaching with pupils of an elementary grade level. The courses to be completed for this extension shall be chosen from the following list:

Teaching of Reading	Elementary School
Art in the Elementary School	Educational Measurements for
Speech Correction	Elementary Teachers
Child Psychology	The Elementary School Curriculum
Elementary School Methods	Teaching of Elementary Social
Teaching of Geography	Studies
Civic Education	Teaching of English
Children's Literature and Story	Teaching of Elementary Science
Telling	(Nature Study)
Teaching of Arithmetic	Principles of Elementary Education
Music in the Elementary School	
Health or Physical Ed. in the	

No teacher will be certificated who has not completed a professional course on courses in Health, Art, and Music.

A college certificate for teaching in the elementary field may be validated for the teaching of secondary school subjects by the addition of twelve semester hours of professional work applicable to the secondary subjects, six of which must be student teaching. In addition credits as specified in the lists of majors in the secondary field must be presented for each field in which certification is desired.

## BASIC TWO YEARS OF THE CURRICULUM of the State Teachers Colleges of Pennsylvania

(Course arrangement may be changed for administrative reasons).

### First Semester

	Clock Hours	Semester Hours
English I—Including Library Science .....	4	3
Fundamentals of Speech .....	3	3
Biological Science I .....	4	3
Health Education, including Physical Education and Personal Hygiene .....	4	2
Place and Purpose of Education in the Social Order including School Visitation .....	3	2
Appreciation of Music .....	3	2
	<hr/> 21	<hr/> 15

### Second Semester

English II .....	3	3
Principles of Geography .....	3	3
Biological Science II .....	4	3
Health Education, including Physical Education and Personal Hygiene .....	4	2
History of Civilization .....	4	4
Appreciation of Art .....	3	2
	<hr/> 21	<hr/> 17



**Third Semester**

	Clock Hours	Semester Hours
Literature I—English .....	3	3
Economic Geography .....	3	3
General Psychology .....	3	3
Physical Science I .....	4	3
Electives .....	3	3
	<hr/> 16	<hr/> 15

**Fourth Semester**

Literature II—American .....	3	3
Principles of Sociology or .....	3	3
Principles of Economics .....	(3)	(3)
Educational Psychology .....	3	3
Physical Science II .....	4	3
Electives .....	5	5
	<hr/> 18	<hr/> 17

NOTES: (1) The electives in the first two years shall consist of such approved courses as will meet the needs of the student's future program of studies.

(2) Students who wish to major in science should begin their science work in the freshman year.

(3) The electives of the last two years shall be selected with reference to the field of service for which the prospective teacher is preparing. **The courses marked with an asterisk (\*) in each of the fields of specialization in the elementary curriculum are prescribed.**

## LAST TWO YEARS OF THE ELEMENTARY CURRICULUM of the State Teachers Colleges of Pennsylvania

**Fifth Semester**

American Government—Federal, State, and Local ....	3	3
Teaching of Reading .....	3	3
Music I .....	4	2
Art I .....	4	2
Curriculum in Arithmetic .....	3	2
School Law .....	1	1
Elective .....	3	3
	<hr/> 21	<hr/> 16

**Sixth Semester**

Child Psychology .....	3	3
Teaching of English, including Handwriting .....	4	3
Music II .....	3	1½
Art II .....	3	1½
Teaching of Health .....	3	2
U. S. History to 1865 .....	3	3
Elective .....	3	3
	<hr/> 22	<hr/> 17

**Seventh Semester**

	Clock Hours	Semester Hours
Educational Measurements .....	2	2
Curriculum in Elementary Science .....	4	3
Visual Education .....	2	1
Children's Literature and Story Telling .....	3	3
Evolution of the American Public School .....	2	2
Philosophy of Education .....	2	2
Elective .....	3	3
	<hr/> 18	<hr/> 16

**Eighth Semester**

Student Teaching and Conferences .....	15	12
Curriculum Materials, Selection and Adaption .....	4	3
	<hr/> 19	<hr/> 15

The requirements for the State standard limited certificate prescribe as electives in the second year:

Teaching of English .....	3 semester hours
Teaching of Reading .....	3 semester hours
Curriculum in Arithmetic .....	2 semester hours
and as electives in the third year:	
Student Teaching .....	6 semester hours
Curriculum Materials .....	3 semester hours
Children's Literature and Story Telling ....	3 semester hours
Curriculum in Elementary Science .....	3 semester hours

**Electives for (Group I) Kindergarten, Grades 1, 2, 3**

*Pre-School Child .....	2	2
*Kindergarten-Primary Theory .....	2	2
Child Adjustment .....	3	3
Descriptive Astronomy .....	2	2
Diagnosis and Remedial Instruction in Reading .....	3	3
Handicrafts .....	4	2
Parent Education .....	3	3
Special Education .....	3	3
U. S. History Since 1865 .....	3	3
And such other approved courses as are considered appropriate for the student concerned.		

**Electives for (Group II) Grades 4, 5, 6**

*Civic Education .....	3	3
*Teaching of Arithmetic .....	3	3
Descriptive Astronomy .....	2	2
Geography of the Western Hemisphere .....	3	3
Geography of the Eastern Hemisphere .....	3	3
Industrial Arts .....	4	2
U. S. History since 1865 .....	3	3
And such other approved courses as are considered appropriate for the student concerned.		

**Electives for (Group III) One Room Rural Schools**

	Clock Hours	Semester Hours
*Rural Sociology .....	3	3
*Rural School Problems .....	3	3
Agriculture and Nature .....	3	2
And any other electives approved for Groups I and II.		

## LAST TWO YEARS OF THE SECONDARY CURRICULUM of the State Teachers Colleges of Pennsylvania

**Fifth Semester**

American Government .....	3	3
School Law .....	1	1
Educational Measurements .....	2	2
Electives .....	10	10
	<hr/> 16	<hr/> 16

**Sixth Semester**

Problems of Secondary Education .....	2	2
Guidance .....	2	2
Electives .....	13	13
	<hr/> 17	<hr/> 17

**Seventh Semester**

Evolution of the American Public School .....	2	2
Visual Education .....	2	1
Philosophy of Education .....	2	2
Electives .....	11	11
	<hr/> 17	<hr/> 16

**Eighth Semester**

Student Teaching and Conferences .....	15	12
Curriculum Materials—Selection and Adaption .....	4	3
	<hr/> 19	<hr/> 15

**MAJORS IN THE SECONDARY FIELD**

Each prospective teacher enrolled in the secondary curriculum is required to complete one field of at least twenty-four semester hours and at least one field of not fewer than eighteen semester hours.

As early as possible in the student's enrollment he must demonstrate competence in the field chosen before permission is granted to complete requirements of certification.

## ENGLISH FIELD

	Clock Hours	Semester Hours	
I. Required of all students .....			12 s. h.
English I and II .....	7	6	
Literature I and II .....	6	6	
II. Recommended for Elective Field of English .....			6 s. h.
Advanced Composition .....	3	3	
English Philology .....	3	3	
III. Electives for Field of English .....			6 s. h.
Contemporary Poetry .....	2	2	
Essay .....	3	3	
Journalism .....	2	2	
Modern Drama .....	2	2	
Modern Novel .....	3	3	
Nineteenth Century Novel .....	3	3	
Pre-Shakespearean Literature .....	2	2	
Romantic Period .....	3	3	
Shakespeare .....	3	3	
Short Story .....	3	3	
The Eighteenth Century .....	3	3	
Victorian Prose and Poetry .....	3	3	
World Literature .....	3	3	

## FRENCH FIELD

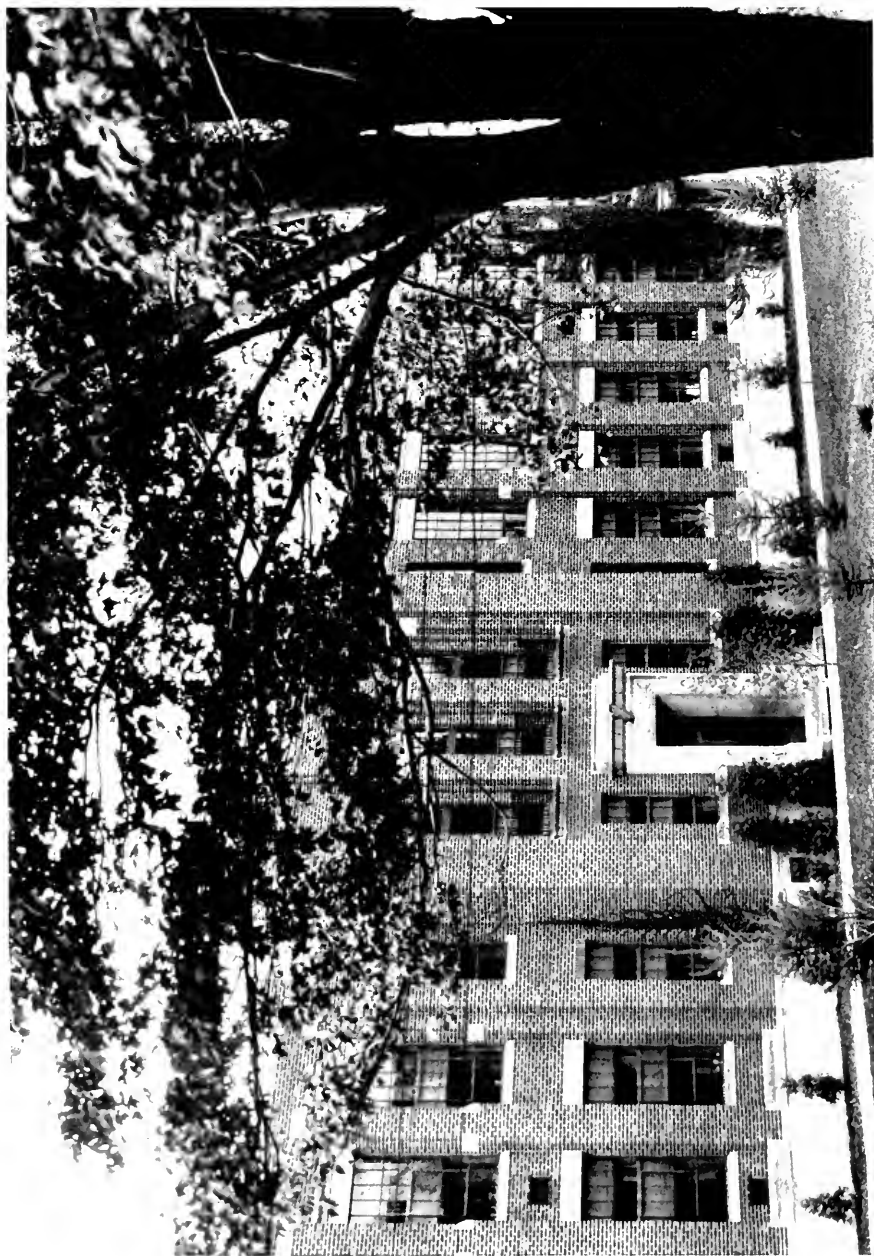
I. Required of all students .....			None
II. Recommended for Elective Field in French .....			18 s. h.
Elementary French .....	6	6	
Nineteenth Century and Contempor- ary French Prose and Poetry....	6	6	
Outline Course of French Literature	3	3	
Seventeenth Century French History and Literature Composition .....	3	3	
III. Electives for French Field .....			6 s. h.
French Drama .....	3	3	
French Novel .....	3	3	
Romantic and Realistic Movements in French Literature .....	6	6	

## GEOGRAPHY FIELD

I. Required of all Students .....			6 s. h.
Principles of Geography .....	3	3	
Economic Geography .....	3	3	
II. Recommended for Elective Field in Geography .....			12 s. h.
Geography of Europe .....	3	3	
Geography of Latin America .....	3	3	
Geography of Pacific Realm .....	3	3	
Geography of U. S. and Canada .....	3	3	
III. Electives for Geography Field .....			6 s. h.
Commercial and Industrial Geography	3	3	
Conservation of Natural Resources ..	3	3	
Field Courses (To be approved) .....	3	3	
Meteorology and Climatology .....	3	3	
Physiography .....	3	3	
Trade and Transportation .....	3	3	



A. J. DAVIS EDUCATION BUILDING



THADDEUS STEVENS TRAINING SCHOOL

## LATIN FIELD

I.	Required of all Students .....			None
II.	Required for Elective Field of Latin .....			18 s. h.
	Latin I—Cicero: De Senectute, De Amicitia .....	3	3	
	Latin II—Livy .....	3	3	
	Latin III—Horace, Odes and Epodes .....	3	3	
	Latin IV—Cicero's Letters .....	3	3	
	Latin V—Plautus and Terence .....	3	3	
	Latin VI—Teaching of Latin, Roman Civilization .....	3	3	
III.	Electives for Field of Latin .....			
	Tacitus .....	3	3	
	Horace, Satires and Epistles .....	3	3	
	Pliny's Letters or Juvenal .....	3	3	

## MATHEMATICS FIELD

I.	Required of all students .....			None
II.	Recommended for Elective Field in Mathematics .....			18 s. h.
	College Algebra .....	3	3	
	College Trigonometry .....	3	3	
	Analytic Geometry .....	3	3	
	Calculus I .....	3	3	
	Calculus II .....	3	3	
	Statistics .....	3	3	
III.	Electives for Field of Mathematics .....			6 s. h.
	Applied Mathematics .....	3	3	
	College Algebra (2) .....	3	3	
	History of Mathematics .....	3	3	
	Synthetic Geometry .....	3	3	

## SCIENCE FIELD

I.	Required of all Students .....			12 s. h.
	Biological Science (Botany, Zoology) .....	8	6	
	Physical Science (Chemistry, Physics) .....	8	6	
II.	Required for Elective Field of Science .....			12 s. h.
	*Advanced Biology Courses .....	8	6	
	*Advanced Physical Courses .....	8	6	
	*See courses listed under electives in Biological Science and Physical Science.			
	A minimum of twenty-four semester hours must be presented.			

## BIOLOGICAL SCIENCE

I.	Required .....			12 s. h.
	Botany .....	8	6	
	Zoology .....	8	6	
II.	Electives for Field of Biology .....			12 s. h.
	Advanced Nature Study .....	4	3	
	Bacteriology .....	4	3	
	Comparative Anatomy .....	4	3	

Ecology .....	4	3
Embryology .....	4	3
Entomology .....	4	3
Genetics .....	3	3
Histology .....	4	3
Parasitology .....	4	3
Physiology .....	4	3
(Minimum 24 s. h.)		

## PHYSICAL SCIENCE

I. Required .....			16 s. h.
General Inorganic Chemistry .....	12	8	
General College Physics .....	12	8	
II. Electives for Field of Physical Science .....			8 s. h.
Colloidal Chemistry .....	4	3	
Descriptive Astronomy .....	2	2	
Food Chemistry .....	4	3	
Geology .....	4	3	
Heat .....	4	3	
Hydrostatics .....	4	3	
Industrial Chemistry .....	4	3	
Magnetism and Electricity .....	4	3	
Mechanics .....	4	3	
Modern Physics .....	4	3	
Organic Chemistry .....	4	3	
Optics .....	4	3	
Physical Chemistry .....	4	3	
Physics Laboratory .....	4	3	
Physiography .....	3	3	
Physiological Chemistry .....	4	3	
Qualitative Analysis .....	4	3	
Quantitative Analysis .....	4	3	
Sound .....	4	3	
(Minimum 24 s. h.)			

## SOCIAL STUDIES

I. Required of all Students .....			10 s. h.
American Government .....	3	3	
Economics or Sociology .....	3	3	
History of Civilization .....	4	4	
II. Recommended for Elective Field in Social Studies .....			9 s. h.
Modern European History .....	3	3	
Economics or Sociology .....	3	3	
Social and Industrial History of the United States .....	3	3	
III. Electives for Social Studies .....			5 s. h.
Comparative Government .....	3	3	
Contemporary European History .....	3	3	
Early European History .....	3	3	
Ethics .....	2	2	
Evolution of Social Institutions .....	3	3	
History of England .....	3	3	
History of the Far East .....	2	2	
History of Latin America .....	3	3	
History of Pennsylvania .....	2	2	



Industrial Relations .....	2	2
Introduction to Philosophy .....	3	3
Renaissance and Reformation .....	2	2
Social Problems .....	3	3
U. S. History Before 1865 .....	3	3
U. S. History Since 1865 .....	3	3

## SPEECH CURRICULUM

Because of the increased emphasis upon speech work in the elementary and secondary schools, the unique place of speech activities in an integrated and socialized curriculum, and the consequent need for specialized training in the field of speech, the college is now making it possible for students to secure certification in this field. A college certificate valid in the elementary field may have SPEECH added when a minimum of eighteen semester hours of work in speech has been completed. To students pursuing the secondary curriculum speech will be open as an elective field on the same basis as existing fields; that is students may secure certification in speech by completing eighteen semester hours in the field as is done in such fields as English, geography, and social science.

### SPEECH FIELD

I. Required of all Students .....			3 s. h.
Fundamentals of Speech (Not counted as part of the eighteen (18) needed for certification) .....	3	3	
II. Required for Elective Field of Speech .....			8 s. h.
Interpretative Reading .....	3	2	
Phonetics .....	2	2	
Play Production .....	3	2	
Speech Problems .....	3	2	
III. Electives for the Field of Speech .....			13 s. h.
Argumentation and Debate .....	2	2	
Community Dramatics and Pageantry .....	3	2	
Costuming and Make-up .....	3	2	
Creative Dramatics .....	2	2	
Psychology of Speech .....	3	3	
Speech Clinic (1) .....	4	2	
Speech Clinic (2) .....	4	2	
Speech Pathology .....	3	3	
Stagecraft and Scenic Design .....	4	2	
Voice and Diction .....	2	2	

## LIBRARY SCIENCE CURRICULUM

The State Council of Education, at its meeting Friday, December 3, 1937, approved the establishment, at the State Teachers College, Clarion, a curriculum for the education of teacher librarians. Clarion is the only State Teachers College in the western part of Pennsylvania authorized by the Department of Public Instruction to offer training for teacher librarians.

Library Science courses are offered as one of the elective fields for students in a four-year curriculum. A specific group of courses is intended to prepare a student either as a part-time or full-time librarian in a public school library.

The courses are given in the junior and senior years. They are:

#### Fifth Semester

	Clock Hours	Semester Hours
Reading Guidance and Book Selection I .....	3	3
Use of Reference Materials I: General Reference Tools .....	2	2

#### Sixth Semester

Reading Guidance and Book Selection II .....	3	3
Organization, Administration, and Observation of School Libraries I .....	3	2

#### Seventh Semester

Books and Libraries in Adult Education .....	3	3
Organization, Administration, and Observation of School Libraries II .....	4	3
Technical Process I: Cataloging and Classification .....	2	2
Curriculum Enrichment Materials, and Teaching the Use of Books and Libraries I .....	3	3
Use of Reference Materials II: Subject Areas .....	2	2

#### Eighth Semester

Organization, Administration and Observation of School Libraries III .....	4	3
Curriculum Enrichment Materials, and Teaching Use of Books and Libraries II .....	2	2
Technical Processes II: Cataloging and Classification....	2	2

The State Council of Education, on December 2, 1938, adopted the following regulation affecting certification in the several special fields:

"RESOLVED: That after September 1, 1939, the extension of a valid teacher's certificate to include the field of art, or music, or health, or business education, or industrial arts, or library science, will require the satisfactory completion of not fewer than twenty-four (24) semester hours of approved courses in the field; after September 1, 1940, thirty (30) semester hours of approved courses in the field will be required."

## LIBRARY SCIENCE CURRICULUM

(Course arrangement may be changed for administrative reasons)

#### First Semester

	Clock Hours	Semester Hours
English I—Including orientation course in use of library .....	4	3
Fundamentals of Speech .....	3	3
Biological Science I .....	4	3
Health Education I, including Physical Education and Personal Hygiene .....	4	2
Place and Purpose of Education .....	3	2
Appreciation of Music .....	3	2
Total .....	21	15

**Second Semester**

	Clock Hours	Semester Hours
English II .....	3	3
Principles of Geography .....	3	3
Biological Science II .....	4	3
Health Education II, including Physical Education and Personal Hygiene .....	4	2
History of Civilization .....	4	4
Appreciation of Art .....	3	2
Total .....	21	17

**Third Semester**

Literature I, English .....	3	3
Economic Geography .....	3	3
General Psychology .....	3	3
Physical Science I .....	4	3
Elective .....	3	3
Total .....	16	15

**Fourth Semester**

Literature II, American .....	3	3
Prin. of Sociology or Prin. of Economics .....	3	3
Educational Psychology .....	3	3
Physical Science II .....	4	3
Electives .....	5	5
Total .....	18	17

**Fifth Semester**

American Government, Federal, State and Local .....	3	3
School Law .....	1	1
Educational Measurements .....	2	2
Reading Guidance and Book Selection I .....	3	3
Use of Reference Materials I: General Reference Tools .....	2	2
Electives .....	5	5
Total .....	16	16

**Sixth Semester**

Problems of Secondary Education .....	2	2
Visual Education .....	2	1
Reading Guidance and Book Selection II .....	3	3
Organization, Administration and Observation of School Libraries I .....	3	2
Electives .....	8	8
Total .....	18	16

**Seventh Semester**

Books and Libraries in Adult Education .....	3	3
Technical Process I: Cataloging and Classification .....	2	2
Organization, Administration and Observation of School Libraries II .....	4	3

	Clock Hours	Semester Hours
Curriculum Enrichment Material and Teaching the Use of Books and Libraries I .....	3	3
Use of Reference Materials II: Subject Areas .....	2	2
Electives .....	3	3
Total .....	17	16

#### Eighth Semester

Student Teaching and Conference .....	8	6
Curriculum Materials: Selection and Adaption .....	2	1
Organization, Administration and Observation of School Libraries III .....	4	3
Curriculum Enrichment Material and Teaching the Use of Books and Libraries .....	2	2
Electives .....	2	2
Cataloging and Classification II .....	2	2
Total .....	20	16

### ELECTIVES IN ENGLISH

**Advanced Composition**—Three hours per week . Three semester hours

Current periodical literature is used as a source of contact with contemporary thought and with the methods and art of journalistic and literary writing. Such literary forms as are not touched upon in other courses in composition are studied here, and some writing is attempted in these forms according to the interest and talent of the individual writer.

**Contemporary Poetry**—Two hours per week . . Two semester hours

This course aims to familiarize the students with the outstanding contemporary poets, both English and American; to present the various movements that mark the development of modern verse; to encourage the reading of many poems for the sake of sheer enjoyment.

**English Philology**—Three hours per week . Three semester hours

This course gives a knowledge of and creates an interest in current word usage through a careful study of past and present trends in language development.

**Essay**—Three hours per week . . . . . Three semester hours

A study of the principal essayists since Montaigne and Bacon with special emphasis upon the nature and the chief exponents of the familiar essays

**Journalism**—Two hours per week . . . . . Two semester hours

This course gives instruction in what constitutes news and the source of news; acquaints the students with the chief types of news articles found in the newspaper and magazines to-day and gives instruction in writing them; gives training in the editing and publishing of a school paper.

**Modern Drama**—Two hours per week . . . . Two semester hours

Reading and class discussion of American, English, and Continental plays that best represent the thought and characteristics of the present time, with special attention to new forms of dramatic structure.

**Modern Novel**—Three hours per week. . . . Three semester hours

The object of this course is to present to the students the recent representative novelists and the outstanding contribution each has made to contemporary literature; to explain recent trends in the development of the novel.

**Nineteenth Century Novel**—Three hours per week—

Three semester hours

A study of the outstanding novelists of the period with special emphasis on the works of Scott, Thackeray, Dickens, Eliot, Hawthorne, and Cooper.

**Pre-Shakespearean Literature**—Two hours per week—

Two semester hours

The aim of this course is to give the student an understanding of early English Literature. Special emphasis is given to the tales of Chaucer and Spenser's Faerie Queene.

**Romantic Period**—Three hours per week . . . . Three semester hours

A study of the work of such writers as Wordsworth, Coleridge, Scott, Byron, Keats; a study of the literary tendencies of the period from 1780 to 1832.

**Shakespeare**—Three hours per week . . . . Three semester hours

The aim of the course is to give the students a general knowledge of the Shakespearean theatre and to acquaint them with the more important histories, comedies, and tragedies of Shakespeare.

**Short Story**—Three hours per week . . . . Three semester hours

The purpose of this course is to acquaint the students with writers that best illustrate the development of the short story; to teach the students how to analyze short stories; to demonstrate proper procedure in teaching the types of short stories suitable for the high school.

**The Eighteenth Century**—Three hours per week . . . . Three semester hours

This course will include a study of the writings of such literary figures as Pope, Dryden, Addison, Steele, Swift, Johnson, Goldsmith, Sheridan, Congreve, Wycherly, Defoe, Pepys, Burns, Blake, Thomson, etc.

**Victorian Prose and Poetry**—Three hours per week—

Three semester hours

A study of nineteenth century essays and poetry as to style, substance, and relation to the social, religious, and political thought of the age.

**World Literature**—Three hours per week . . . . Three semester hours

A survey of some of the eminent authors from ancient to modern times.

## ELECTIVES IN FRENCH

**French I and II**—Elementary French—Three hours per week for one year—Six semester hours

This course includes a review of French grammar with special emphasis on all the more common irregular verbs and idioms. Attention is given to correct pronunciation and reading aloud in French. The aim of this course is to provide a good background for future work in French. Prerequisite: two years of high school French or its equivalent. Offered every year.

**French III and IV**—Nineteenth Century and Contemporary French Prose and Poetry—Three hours per week for one year—Six Semester hours

This course is a survey of the literature of the nineteenth century, not including the drama. Reading from the works of such authors as: Chateaubriand and deStael, and ending with the beginning of the twentieth century. Lectures from time to time on the less important authors of the period. Prerequisite: French I and II.

**French V**—Outline Course in French Literature—Three hours per week Three semester hours

A survey of French Literature from its origin, touching the most important work, to the beginning of the 17th century. Lectures on the early social and intellectual life of France. Prerequisite: French I and II. Offered fall of 1940.

**French VI**—Seventeenth Century French History and Literature—

Composition—Three hours per week—Three semester hours

This course includes the history of the nation and the political influence upon literature. The course begins with the literary reforms of Malherbe and stresses the effect of the Saons and Academy, and includes works from the following: Boileau, Descartes, Fenelon and Bossuet. Prerequisite: French I and II. Offered in the spring of 1941.

**French VII and VIII**—Romantic and Realistic Movements in French Literature—Three hours per week for one year, Three semester hours

This course includes the reading of selected texts from the works of such authors as Hugo, deVigny, and Sand. Lectures on the type of literature and period designated. Prerequisite: French IV.

**French IX**—The French Novel—Three hours per week—

Three semester hours

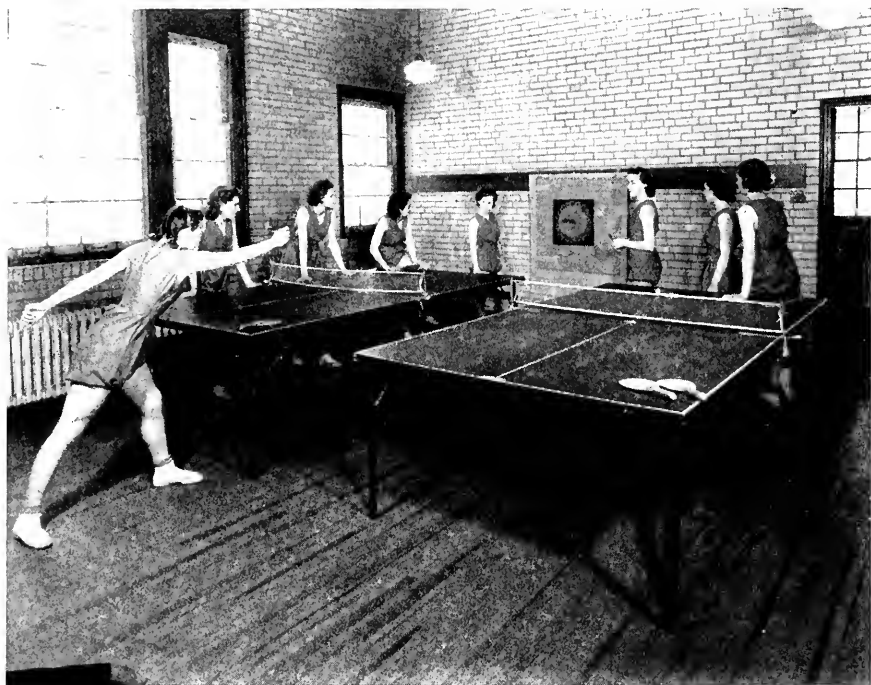
A thorough study of the works of such eminent French Novelists as: Dumas, Balzac, Sand, Zola, Daudet and Maupassant. Lectures to supplement class material or text. Special emphasis will be placed upon texts suitable for use in teaching, in the latter part of the course. Prerequisite: French V.

**French X**—French Drama—Three hours per week, Three semester hours

The stress is placed upon the writers of the seventeenth century, such as: Corneille, Moliere and Racine. Other plays of the modern period will be assigned and read. A considerable amount of collateral reading is required. Prerequisite: French V.



HARVEY GYMNASIUM



GIRLS' RECREATION ROOM



FOOTBALL



## ELECTIVES IN GEOGRAPHY

**Commerical and Industrial Geography**—Three hours per week—  
Three semester hours

This course includes a study of the major industries of the world, the assembling of raw materials, and the distribution of products.

**Conservation of Natural Resources**—Three hours per week—  
Three semester hours

This course consists of the current problems associated with the conservations of wild life, forests, soils, minerals, and waters.

**Field Courses (To be approved)**—Three hours per week—  
Three semester hours

A thorough and systematic study of the landscape of a designated local region. Prerequisite: Physiography, two required courses and the consent of the instructor.

**Geography of Europe**—Three hours per week . Three semester hours

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

**Geography of Latin America**—Three hours per week—  
Three semester hours

A regional study is made of South America, Mexico, and Caribbean Lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

**Geography of the Pacific Realm**—Three hours per week—  
Three semester hours

Special emphasis is given to a description and an interpretation of the major regions of Asia, Africa, and Australia and forms the basis of this course. Relationships between regions and between the Orient and the Western world areas are stressed.

**Geography of The United States and Canada**—Three hours per week—  
Three semester hours

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

**Meteorology and Climatology**—Three hours per week—  
Three semester hours

This course includes the phenomena of weather and climate and man's adjustments to the various climates of the world.

**Physiography**—Three hours per week . . . . Three semester hours  
A study of various land forms and minerals, their origin, and their relation to man.

**Trade and Transportation**—Three hours per week—  
Three semester hours

A study of the development of the various methods of transportation and of the geographic distribution of commodities throughout the world.

## ELECTIVES IN LATIN

**Latin I—Cicero: De Senectute, De Amicitia—**Three hours per week—  
Three semester hours

A literary study of the essays as a type of Latin literature. The main purpose of the course is to develop increased ability to read Latin; to acquaint the student with literary form and philosophy of the Roman; to develop vocabulary, and review syntax.

**Latin II—Livy—**Three hours per week . . . Three semester hours

A reading of Books I, XXI, and XXII to develop the student's knowledge of, and interest in the legendary and early history of Rome as related in an original source; to become acquainted with the lives and characters of the best men of Rome. A careful study is made of Livy's style, his vivid descriptions, his imagery.

**Latin III—Horace, Odes and Epodes—**Three hours per week—  
Three semester hours

The purpose of this course is to read, to appreciate, and to enjoy Horace; to cultivate a feeling for his vocabulary, imagery, artistry, humor, and philosophy of life. Alcaic and Sapphic meters are carefully studied.

**Latin IV—Cicero's Letters—**Three hours per week, Three semester hours

A continuation of the study of Roman history through the letters of Cicero. Emphasis is placed on developments and crises in the Revolutionary Period and their significance to later history. Much attention is given to Cicero, the man, as shown in his personal correspondence.

**Latin V—Plautus and Terence—**Three hours per week—  
Three semester hours

Roman drama. Reading of one play each by Plautus and by Terence, with a general study of the development of the drama in Roman literature.

**Latin VI—Teaching of Latin, Roman Civilization—**Three hours per week  
Three semester hours

A study of the civilization of the Romans and its effects upon the life of today, based upon the study of texts in high school Latin. Teaching of Latin emphasizes the objectives of Latin study of texts, visual aids, making of tests, methods of teaching.

**Latin VII—Tactus—**Three hours per week . . . Three semester hours

The purpose of this course is to introduce the outstanding writers of the post Augustan period, and to familiarize the student with the peculiarities of Latin during this period. The basic material consists of the Agricola and Germania, with selections from other Latin historians.

**Latin VIII—Horace, Satires and Epistles**—Three hours per week—  
Three semester hours

Selected satires and epistles are read with emphasis placed on the style and tone of each. Attention is given to Horace's literary development from satire, to ode, to epistle.

**Latin IX—Pliny's Letters or Juvenal**—Three hours per week—  
Three semester hours

A study of the Roman satire, history, and social customs.

## ELECTIVES IN MATHEMATICS

**College Algebra I**—Three hours per week . . . Three semester hours

Review of secondary school algebra with extensions into advanced applications, treatment of quadratics, progressions, permutations, combinations, and elementary theory of probability, together with an introduction to the theory of equations.

**Trigonometry**—Three hours per week . . . Three semester hours

Functions defined as of general angle. Solutions of right and of oblique triangles is followed by fundamental identities and solutions of trigonometric equations.

**Analytic Geometry**—Three hours per week . . . Three semester hours

The study of the locus as the graph of its equation with emphasis on the straight line, the circle, and the conic sections with applications to physical problems. Introduction to coordinates of space.

**Calculus I**—Three hours per week . . . . . Three semester hours

This course is differential calculus developing the concepts of limits and derivative with applications to geometry and to physics.

**Calculus II**—Three hours per week . . . . . Three semester hours

Integral calculus introduces integration as the inverse of differentiation and then as a summation. The applications include lengths of curves, areas of plane and curved surfaces, volumes, centers of gravity and ordinary differential equations.

**Statistics**—Three hours per week . . . . . Three semester hours

Determination of measures of central tendency, of dispersion, of correlation, and of sampling theory with emphasis on interpretative aspects and limitations of their uses.

**Synthetic Geometry**—Three hours per week . . . Three semester hours

This course coordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in the other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

**College Algebra II**—Three hours per week . . . Three semester hours

Postulational method and theory of groups with the application of the latter to the solution of equations of degree greater than the second.

**History of Mathematics**—Three hours per week . . . Three semester hours

Emphasis on those developments and trends in mathematics which should be of great value to the teacher of secondary school mathematics.

## ELECTIVES IN SCIENCE

**General Inorganic Chemistry**—Six hours per week for two semesters—  
Eight semester hours

Uses of various chemicals are studied as the outcome of a study of:

1. Atomic structure and its relationship to the chemical behavior of the elements and their periodic classification.
2. Certain fundamental principles of behavior of matter such as the gas laws, electromotive activity, and Le Chantelier's principle.

**General College Physics**—Six hours per week for two semesters—  
Eight semester hours

The basic principles underlying the behavior and control of certain forces are studied as they appear in their applications to devices which operate under the influence of mechanical energy, hydrostatic, and pneumatic pressures, sound waves, electricity, magnetism and light.

**Qualitative Analysis**—Four hours per week . . . Three semester hours

A scheme of cation and anion analysis is learned by the student. The student is held responsible for a knowledge of the chemical reactions involved in this scheme of analysis and is expected to know many of the common substances in which he may expect to find the cations and anions which are included in his scheme.

**Descriptive Astronomy**—Two hours per week . . . Two semester hours

This course develops familiarity with the nature and motions of various types of heavenly bodies and their relations to mankind.

**Organic Chemistry**—Four hours per week . . . Three semester hours

The important types of organic compounds and their relation to industry and to domestic life are studied. Typical examples of these compounds are prepared in the laboratory.

**Industrial Chemistry**—Four hours per week . . . Three semester hours

This course emphasizes the applications of chemicals and chemical principles in industry. Special emphasis is laid upon the chemistry of the industries of Western Pennsylvania. Industries are visited.

**Physical Chemistry**—Four hours per week . . . Three semester hours

The physical and mathematical basis for chemical laws are explained and illustrated in lecture and laboratory periods.

**Food Chemistry**—Four hours per week . . . Three semester hours

This is a continuation of organic chemistry. Special emphasis is placed upon the chemistry of foods.

**Botany**—Four hours per week for two semesters . Six semester hours

This course aims to give the student general information of the world's plant life, emphasizing those facts and principles that will be of greatest value to him as a teacher of the biological subjects taught in the public schools. Methods of collecting and presentation of materials will be stressed throughout the year.

**Zoology**—Four hours per week for two semesters . Six semester hours

This course aims to give the student general information of the world's animal life, emphasizing those facts and principles that will be of greatest value to him as a teacher of the biological subjects taught in the public schools. Methods of collecting and presentation of materials will be stressed throughout the year.

**Histology**—Four hours per week . . . . . Three semester hours

This course is a study of animal cells and tissues; technique of preparing animal and plant tissues for microscopic study. Much time is devoted to making permanent microscopic slides.

**Physiology**—Four hours per week . . . . . Three semester hours

This is a study of vertebrates with emphasis placed upon function specifically related to human anatomy. The problems of normal and abnormal functions of body parts of children of school age are carefully treated with reference to classroom behavior.

**Comparative Anatomy**—Four hours per week . Three semester hours

Representatives of the vertebrate classes are compared, system by system, or organ by organ, based on careful dissection of representative types. The aim is to trace the evolutionary course of vertebrates with reference to human anatomy.

**Genetics**—Three hours per week . . . . . Three semester hours

An introductory course designed to acquaint the student and prospective teacher with the underlying principles of heredity; applications to teaching are emphasized.

**Entomology**—Four hours per week . . . . . Three semester hours

Study of the anatomy, classification, identification and economic aspects of insects. Emphasis is placed on the common types. Collections are made.

**Bacteriology**—Four hours per week . . . . . Three semester hours

This course is designed to give a general knowledge of the activities of bacteria, yeasts, and molds. Economic aspects are emphasized. Laboratory work includes the growth of organisms on culture media.

**Advanced Nature Study**—Four hours per week . Three semester hours

This course is planned primarily for those students who expect to teach biology in high school. Field work plays a major part of the course. It consists of (1) a study collection and classification of the most common insects in the college environment, (2) the classification, coloration, song, nest building, eggs, care of young, economic aspects, of the common local birds, (3) tree study, (4) flower study, (5) special field problems arranged for the individual student.

## ELECTIVES IN SOCIAL STUDIES

**Comparative Government**—Three hours per week, Three semester hours

This course provides an opportunity to study the principal features of such governmental systems as the English Limited Monarchy, the Republican forms of the United States, France, and Switzerland, and the Dictatorships of Russia, Germany, and Italy.

**Contemporary European History**—Three hours per week—  
Three semester hours

This is a course in contemporary history. It aims to promote an understanding of present day international relations, of efforts to promote international cooperation, and of the factors operating in the direction of insecurity.

**Early European History**—Three hours per week . Three semester hours

The purpose of this course is to develop an understanding of the foundations of the modern state systems, the evolution of modern political, economic, and social thought, and to provide a background for the understanding of American history.

**Economics**—Three hours per week . . . . . Three semester hours

This course aims to develop an understanding of an interest in contemporary problems in the fields of production, exchange, distribution, and consumption.

**Ethics**—Two hours per week . . . . . Two semester hours

This course aims to give the student a knowledge of the accepted forms and principles of conduct through historic times and to formulate a basis for accepted and intelligent conduct in a changing world.

**Evolution of Social Institutions**—Three hours per week—  
Three semester hours

The purpose of this course is to show the inter-dependent nature of such institutions as the family, church, school, and the state, and to indicate the various ways in which these institutions have undergone continuous change.

**History of England**—Three hours per week . Three semester hours

This course aims to develop an understanding of the origins of many American traditions and institutions.

**History of the Far East**—Two hours per week . Two semester hours

This course is given over to a study of the Pacific area, to the increasing importance of the East in the economic and political life of the world.

**History of Latin America**—Three hours per week . Three semester hours

The aim of this course is to trace the development of the Latin American Republics, the evolution of our policy toward them, and to promote an understanding of problems that are of particular concern to Americans.

**History of Pennsylvania**—Two hours per week . Two semester hours

The aim of this course is to give the student a knowledge of and practice in the study of state and local history and to show the relation between state history and our national development.

**Industrial Relations**—Two hours per week . . . Two semester hours

This course aims to give the student a clear understanding of the major industrial and labor problems which characterize our economic order of today.

**Modern European History**—Three hours per week, Three semester hours

This course deals with the political, social, and economic development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today. It coordinates American and European developments.

**Renaissance and Reformation**—Two hours per week, Two semester hours

This course aims to promote an understanding of the intellectual awakening resulting in the shift from Medieval to Modern Times. It is concerned with the beginnings of modern scientific, social, economic, and political thought and with the foundations of our modern religious institutions.

**Sociology**—Three hours per week . . . . . Three semester hours

This course is concerned with such major social problems as community planning, the family, poverty, public relief, recreation, crime, delinquency, and principles of social control.

**Social and Industrial United States History**—Three hours per week—  
Three semester hours

A study is made of the numerous social and economic forces which have been influential in developing American institutions. This background develops the ability of students to evaluate present-day problems. Consideration is given to some of the more recent agencies set up to solve our social and economic difficulties.

**U. S. History Before 1865**—Three hours per week, Three semester hours

This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed. The broadening of American interests as they lead to world activities and relationships to present-day problems are included.

**U. S. History Since 1865**—Three hours per week . Three semester hours

It is the purpose of this course to promote a clear understanding of present day American civilization. It is concerned with our industrial expansion, our development as a world power, present day politics and thought, and the mechanization of American life.

## ELECTIVES IN SPEECH

**Voice and Diction**—Two hours per week . . . Two semester hours

This course aims to establish correct and pleasing habits of speech. Emphasis is placed upon tonal and articulatory exercises. Fundamental conditions of voice production, development of resonance, tone placement and projection are studied.

**Stagecraft and Scenic Design**—Four hours per week—  
Two semester hours

Elementary principles of stagecraft and scenic design are studied. Stage floor plans and designs are drawn to scale; stage models and practical stage properties are constructed. Experience is afforded in all the phases of stagecraft.

**Speech Pathology**—Three hours per week . . . Three semester hours

A study of the nature and causes of speech handicaps, of personality difficulties related to them, and of the place and importance of special training for the speech handicapped child in the elementary school curriculum.

**Psychology of Speech**—Three hours per week . Three semester hours

A study of the psychology of attention and persuasion, and of other basic psychological factors relating to speech situation; a study of techniques underlying special forms of speech, both private and public.

**Argumentation and Debate**—Two hours per week . Two semester hours

A study of principles, with practice in the various types of debate and group discussion, such as the forum, the panel, and the symposium.

**Costuming and Make-up**—Three hours per week . Two semester hours

The practical application of costume making and design to school dramatics, and a brief survey of historical costume; knowledge of materials, mediums, supplies, and sources. A study of theatrical make-up. Much practice in straight and character make-up.

**Community Dramatics and Pageantry**—Three hours per week—  
Two semester hours

Principles and technique of organization, direction, and production of community dramatics and pageantry, stressing coordination of all arts involved, cooperative community effort, and inherent social values. Ways and means of simplification emphasized. Selection and arrangement of material for various types of community drama, such as the play, the masque, the pageant, and the festival.



**Creative Dramatics**—Two hours per week . . . Two semester hours

The dramatization of materials used in the elementary and secondary school curriculum as an effective means of motivation and integration of actual class room work. Socialization and personality development of the pupil considered of first importance in this activity.

**Speech Clinic I**—Four hours per week . . . Two semester hours

An introduction to the study of speech disorders, especially those occurring among children; methods in speech correction; knowledge of the operation and correct use of speech equipment.

**Speech Clinic II**—Four hours per week . . . Two semester hours

Practical experience in the diagnosis and treatment of minor speech defects. Case studies made. The making and analysis of various speech tests and records.

## LIBRARY SCIENCE

**Reading Guidance and Book Selection** . . . Six semester hours

Evaluation and selection of books for various age groups in elementary grades and high school; history of children's books; methods of presenting stories and book talks; methods of stimulating reader interest; the making of sample book orders.

**Books and Libraries in Adult Education** . . . Three semester hours

This course is built upon a history of books and libraries with the purpose of preparing students to participate in program planning for community activities and the promoting of public library service. Essential features are the enrichment of their individual reading background in current literature, familiarity with materials in adult education situations in which club programs are to be formulated through parent-teacher associations and other civic organizations.

**Technical Processes**—Cataloging and classification . Four semester hours

Introduction to the principles of classification with emphasis on the Dewey Decimal Classification; study of the purpose of the card catalog and adaption of general principles of cataloging to the users of the school library. Training will be given in making unit cards, adapting printed cards, and classifying of books in laboratory practice work.

**Use of Reference Materials** . . . Four semester hours

Methods of giving reference service in a school library; selection and use of practical reference tools including encyclopedias, dictionaries, periodicals, indexes, atlases, handbooks, yearbooks, and reference aids on special subjects. The making of lists and annotated bibliographies will be required.

**Organization, Administration, and Observation of School Libraries**—  
Eight semester hours

The place of the library in the school; relation to principles of education; relation to other types of libraries; objectives; organization and procedures for library service in city and rural schools; county elementary, junior and senior high schools; ad-

ministrative problems; mechanical processes; finances; library quarters and equipment; observation and practice in well organized libraries.

**Curriculum Enrichment Materials for Junior and Senior High Schools and Teaching Use of Books and Libraries . . . . Five semester hours**

Acquaintance with library materials in relation to modern trends in the curriculum, and ways in which the teacher and school library can cooperate in using these materials to enrich classroom activities. Current courses of study will be examined and used as a basis for units of subject matter integration in the fields of the sciences, arts and social sciences; emphasis on all forms of book materials relating to units developed in classroom activities. Methods of introducing books and libraries to students in the schools. Various manuals will be examined and appraised in relation to modern teaching methods. Integration of library instruction with other subject courses will be considered in planning units of work. Students will present lessons in the laboratory school.

## COLLEGE ACTIVITIES NOT INCLUDED IN THE CURRICULA

The college CHAPEL EXERCISES are held each Thursday, at which time the president of the college conducts religious exercises. A committee of the faculty and students arrange the programs, which include concerts, lectures, plays.

THE NEWMAN CLUB. A coeducational organization which provides for the spiritual and cultural heritage of Catholic students.

THE YOUNG WOMEN'S AND YOUNG MEN'S CHRISTIAN ASSOCIATIONS hold weekly meetings on Wednesday evening. The students plan and conduct their own meetings. Each semester the Associations hold a joint reception for new students.

IN THE SUNDAY SCHOOLS, connected with the various churches in Clarion, classes have been formed especially for college students.

Students are urged to make a choice of one of the churches in the town for regular attendance and to be present at the services in the churches so selected at least once each Sunday.

A dean of women and a dean of men devote time to student interests and social life. The students are surrounded by every possible influence to make life happy, cultured, and worthwhile.

**LECTURES AND ENTERTAINMENTS.** For the benefit of the students and the citizens of Clarion, the College provides each year a series of lectures, concerts, or instructive entertainments. Special efforts are made to furnish entertainments of high order of merit in order to contribute to the permanent advantage of the students.

During the year, plays are given by the College Players and entertainments are provided by other organizations, musical and literary. Moving pictures, including educational and feature films, are frequently shown in the Chapel.

**STUDENT SENATE AND COUNCILS.** Students are treated as young men and young women and are expected to assume a large share of their own government. They elect their own council and senate representatives. These councils cooperate in the government of the College. A conscious effort is made to have as few rules and restrictions as are consistent with the welfare of a large group living together.

This plan of student participation has been very satisfactory. The College does not welcome as students young men or women who will not cheerfully accept and willingly conform to regulations demanded by the best interests of all.

**THE ART CLUB** consists of a group of students interested in crafts, painting, and appreciation of art in all its forms. The members also enjoy a varied program of educational and social events.

**ATHLETICS.** In addition to the required courses in physical education, men and women may receive extra-curricular credit for participation in athletics. Such sports as football, field hockey, volley ball, basketball, speedball, indoor baseball, tennis, soccer, track, and hiking are popular.

The College has six well equipped tennis courts on the campus and a good athletic field that provides for football, baseball, track, and field games.

Through physical education courses, students are given the fundamental knowledge of various sports and taught how to coach these sports in the public schools.

**BOY SCOUT ORGANIZATION.** Opportunity for training for leadership in the Boy Scout Movement is given in conjunction with the local Boy Scout Council. A scout troop meets on Monday evenings.

**DRAMATICS.** The College Players study and illustrate the various phases of play production and stage the college plays throughout the year. Membership in Alpha Psi Omega, national honorary dramatic fraternity, is awarded outstanding Players.

**THE GEOGRAPHY CLUB** offers students an opportunity to study phases of geography that are of greatest interest. Field trips afford observation of activities in the natural geographic setting.

**HOSTESS CLUB.** The Hostess Club teaches the young women how to invite and receive guests, how to preside at table, and how to enjoy the amenities of social life.

**THE INTERNATIONAL RELATIONS CLUB**, sponsored by Pi Gamma Mu, the national social science fraternity, has a definite objective: namely, to stimulate and intensify the interest of all students in the scientific and unbiased study of society and social problems. It is here that all social questions may be discussed openly and freely.

**MUSIC ORGANIZATIONS.** The students in the Glee Club of mixed voices sing for their own enjoyment and for the pleasure of others at college gatherings and elsewhere. They make two or three trips to high schools each year.

**ASSOCIATION FOR CHILDHOOD EDUCATION** is a national organization whose purpose is to gather and disseminate knowl-

edge of the movement for the education of young children, to promote the progressive type of education in kindergarten and primary grades, and to raise the standard of the professional training for teachers in this field. Teachers of kindergarten and primary grades, and administrators and students interested in the problems of early childhood education are eligible for membership.

**OUTDOOR CLUB.** Activities: Nature hikes, camping, marksmanship, swimming, boating, fishing, bicycle riding, athletic games, skating, tobogganing, archery, horseshoe pitching, lawn bowling.

**PANHELLENIC COUNCIL.** This is a group of two representatives from each of the five sororities on the campus. Each year this group sponsors a tea, a dinner, and a dance.

**THE PRESS CLUB** has as its main project the publication of the **CLARION CALL**, the school paper. In the meetings, various types of newspaper writing are studied and discussed.

**THE SEQUELLE** is the annual published by the students of the College. It records the activities of the College as seen by the student body.

**THE PURPOSE OF THE STUDENT ACTIVITIES** is self-development. The responsibility for their success rests, then, on the shoulders of the students, and the activity or participation of the teacher is reduced to the minimum. The meeting of the club is one period in length for which provision is made on the regular daily schedule. Some clubs meet every week; others meet only every other week. Students may participate in one of the activities which meet every week or in two of the activities which meet every other week. However, this regulation need not exclude participation in music or athletic activities if the student desires such activities.

## **THE SUMMER SESSION**

The Summer Session is maintained for the benefit of regular college students as well as for teachers in service. By taking advantage of the summer session, teachers can secure the professional training needed to meet the requirements for standard certification. Advanced courses are offered in the summer session for the benefit of teachers who desire to do graduate work, or secure credits toward a degree in education. The latter phase is becoming more and more popular.

Because of its location and environment, Clarion makes a strong appeal to those who desire to combine work with recreation during the summer.

The Summer Session of 1940 will open on June 17 and close on July 27.

## **NIGHT CLASSES**

Night classes are organized each semester for the convenience of the teachers of this area. The courses offered depend upon the demands of teachers in service and others interested. Work done in these courses gives customary college credit and may be offered toward a degree. A teacher may take two courses of three semester hours each semester or a total of six credits.

## **FILM LIBRARY**

By placing one 16 millimeter moving picture film in the film library a school or other organization can use one film a week throughout the school year. Thirty sound films and forty silent films are now in circulation.

## **PLACEMENT SERVICE**

The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, Pennsylvania, thus offering additional facilities for the placement of students and graduates.

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The Placement Service assists school officials to secure competent teachers, and aids teachers to secure suitable positions in the field of service for which their training best fits them.

The Placement Service is in charge of Professor C. F. Becker, Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

The estimate of the College concerning the scholarship and teaching skill, conduct and general demeanor of students is often sought by school officials. The quality of the work done by students in college courses as in student teaching form a most important element in the recommendation of students.

Students after graduation are urged to keep up their contacts with the College, in order that their Alma Mater may render further service, not only in helping them to secure better positions but to assist them in every way possible.

